CHAPTER I

INTRODUCTION

This chapter describes the general review of the present study. It also consist of some terms which can be turned into background of the study, research problem, research objective, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

Writing is one of the English skills which has a complexity to be studied by second or foreign language learners (Richards and Renandya, 2002). The students are taught to write down the writing product of their creative ideas. This statement is supported by (Brown, 2001) that writing is regarded as the complex difficult activity of writing down our ideas which is switched from thoughts into some words. Writing is also considered as the skills to help the students to express what they feel, what they want to share. That is such a combination of people's feelings, experiences, or knowledge.

As one of the productive language skills beside speaking, writing has many advantages to hone students' thinking skills. Writing activity can help the students to think deeper to gain their ideas, so it will get affection to the students' abilities to do analyzing, evaluating, questioning, and deciding something (Dietsch, 2006). Considered as the skill to train students' patience also, writing skills can sharpen the students being a good decision maker (McKey, 2016). The students try to think and find the thoughts that they want to confess, they will face some difficulties when doing writing tasks. In addition, they found it hard to express their feelings into the words which have a good sentence combination.

Writing skill becomes a difficult skill for the students because they do not know how to stimulate the brain by putting off the ideas straightly. How to write the topic, the sentences, and the paragraphs being a good combination is still being questioned by them. Thinking that the English writing task is not an easy thing to do, they will find it difficult to write down their thoughts. Those troubles such as finding the ideas directly. Indeed, they need to proceed with the words, sentences, and paragraphs, so they have to think about them hard. Starting to gain the ideas, the difficulties make the students find themselves stuck on what they want to write (Supriyanto, 2015). After all, the students also have some troubles in understanding the grammatical structures in writing skills to build a good text.

In English, there are some English texts such as recount text, descriptive text, narrative text, procedure text, etc. This study analyzes recount text as one of the texts which is studied in Senior High School. Recount text is a text that tells the reader about a story, activity, or action. Its objective is to engage or advise the reader. In the recount text, the researcher hopes the students can share and confess their experiences from the past, which may be their unforgettable moment.

To solve the students' problem, English teachers should have a new method to teach their students in order to avoid their boredom when learning English. Creativity is really needed in doing learning beside interesting topics or materials and teaching methods. The students need a role of teacher which can bring fun and enjoy class situations. Mutsliah (2013) argued that teachers have an essential role in the classroom because they are the main source of students' learning. To create a good and enjoyable classroom, technology has become one of the digital innovations to help teachers and students in the learning process.

Technology is considered as one of the things that can support people's activity more easily. It can help all aspects of people's life, also in education terms. Ahmadi (2016) stated that the utility of technology is a very useful and essential thing in the teaching-learning process. The presence of technology in the education field cannot be avoided. In consequence, English teaching methods should be upgraded and adjusted to the technology advances. One of the technological advances is social media. There are so many social media such as Instagram, Facebook, WhatsApp, Twitter, Telegram, etc. We can utilize the technology advances to become a part of teaching-learning process media in order to support education advances.

In this research, the researcher focused on the social media Instagram as the teaching media to teach English. Instagram is one of the social media which have some features to share any information, it really works as the modern way of teaching English to help teachers and students (Kessler, 2013). Teachers and students can utilize the benefits of Instagram in education. They can share pictures and also add the caption in order to improve their writing skills. It will be better to do because the teaching-learning process has an interesting and unique process. Novitasari and Alivi (2016) stated that the presence of social media Instagram as the medium of teaching writing can build great ideas of the students. In addition, the features will attract them to write their thoughts easier.

The researcher chose SMKN 1 NGASEM as the population of the reasearch that will be conducted. Building upon the researcher's observation at this school, she found the difficulties to teach writing skills. The students did not know the effective way in the writing process. They were still confused about expressing their ideas into words. They felt that they have difficulties making a proper writing product because they lack of

vocabulary, grammar, and the order of sentences or paragraphs. In addition, teachers have a limitation to give more attention to every single student because they have a big class. On average, the capacity of each class at SMKN 1 NGASEM consisted of 35 students.

A previous study by (Irmalia, 2018) entitled "Teaching Writing Descriptive Text Using Instagram". The study was conducted in 2018 at SMA Muhammadiyah Tulangan. The purpose of the study is to describe the implementation of teaching writing descriptive text by using instagram to the tenth grade of MIPA 3 SMA Muhammadiyah 3 Tulangan. This study used a qualitative reseacrh design, by using field-note and questionnaire. The result of this study concluded that using instagram can be the media in teaching writing Descriptive text.

The second study by (Solikhah, 2019) entitled "The Use of Instagram as a Media to Teach Students' Writing Recount Text". The study was conducted in 2019 at SMA 2 Kudus. The purpose of this study is to know whether there is a significant difference between students' writing recount text before and that after being taught by using Instagram as a media or not. This study used quantitative method and a quasi-experimental research as the design. The result of this study showed that students get the better score. The conclusion indicated there is a significant difference between students' writing recount text before and after being taught by using Instagram as a media.

Built upon the explanation above, the techniques which can help the students to solve their problem in writing skills is using Instagram captions as the media to share or express their feelings and ideas into proper words. By using Instagram captions, the writing process will be more attractive, and can also encourage them to write down what they want to share in an interesting way. The researcher decides to conduct the study

entitled "**THE EFFECTIVENESS OF INSTAGRAM CAPTIONS TO TEACH WRITING RECOUNT TEXT AT SENIOR HIGH SCHOOL**".

B. Research Problem

Based on the background of the study, the statement of research problem is as follows: Is there any significant difference between the students who are taught by using Instagram captions and the students who are not taught by using Instagram captions as the media in writing ability?

C. Research Objective

Considering the problem of the study above, the researcher had the objective of the study: To know the effectiveness of the students who are taught by using Instagram captions and the students who are not taught by using Instagram as the media in writing ability.

D. Hypothesis of the Study

1. Null Hypothesis (H_0) : There is no significant difference between the students who are taught by using Instagram captions and the students who are not taught by using Instagram as the medium in writing ability.

2. Alternative Hypothesis (H_1) : There is a significant difference between the students who are taught by using Instagram captions and the students who are not taught by using Instagram as the media in writing ability.

E. Significances of the Study

This study is expected to give the contribution for students, teachers and researcher:

1. Students   : This study is expected to give students some ways to learn English using social media without any more worry of being outdated.

2. Teachers : This study is expected to give more knowledge for the teacher about media to help them in teaching English, especially writing skill. The process of learning will be more fun, enjoyable and interesting.

3. The future researcher: This study is expected to give information and experiences for the future researcher that related to using Instagram as the media to teach writing. In addition it will help them to support their new findings by utilizing Instagram.

F. Scope and Limitation of the Study

The goal of this study focused on the use of Instagram captions as the media in writing ability to teach writing recount text at the class of X-TPM 1 and X-TPM 2 students of SMKN 1 NGASEM. It is only limited for the subject research, namely the students of the X-TPM 1 and X-TPM 2 class.

G. Definition of Key Terms

The key terms of this research are as follows.

1. Instagram

Handayani (2016) stated that Instagram is one of the media platforms of technological advances, the user can share the pictures and add the caption. Instagram started to use from around mid-2013. In Instagram, people can have good services to share around 15 photos or videos at one post. Using Instagram for the teaching-learning process will be easy. Teachers and students can leave the comments, like and share the post with each other. It also has a feature to turn and limit the comments if it is needed. The user's privacy will be kept safely.

2. **Writing**

   Based on the statement of McDonald & McDonald (2002), the definition of writing described as an activity to share the thoughts switched into the words on the paper.

3. **Recount text**

   Anderson & Anderson (2003) described recount text as a text which retells the action or situation from the past. The purpose of the text is to entertain or inform the reader.